

THE IMPLEMENTATION 2013 CURRICULUM IN ELTLL: SCIENTIFIC APPROACH AND AUTHENTIC ASSESSMENT

Bulkis Maghfirah Mannong¹, Oikurema Purwanti²

Universitas Negeri Surabaya, Indonesia

andi.19006@mhs.unesa.ac.id, pungki_unesa@yahoo.co.id

Received: February 16, 2020

Revised: April 28, 2020

Accepted: May 12, 2020

ABSTRACT

The 2013 curriculum emphasizes on active student learning with a scientific approach and authentic assessment. This paper aims to explicate the teachers' complexity in implementing the scientific approach and authentic assessment in English language teaching process. The 2013 curriculum introduces and encourages the use of scientific approach in the learning process for all subjects including English. Scientific approach is an approach that focuses on finding facts, concepts, principles, laws and theories. By this approach, it is hoped that the students' learning outcomes can be more attached as they do it with fact based procedure. Withal, authentic assessment is also emphasized in the 2013 curriculum, where this assessment not only focus on the final result but also on the learning process. This paper focuses on: the implementation of scientific approach and authentic assessment in English language teaching process, and the barriers faced by teachers in implementing scientific approach and authentic assessment. Qualitative descriptive was applied in this study. To obtain the data needed, interview was used as instrument in this study. There were several conclusions obtained from the results of this study; 1) The implementation of scientific approach was in accordance with approach. In terms of assessment, the English teacher has implemented the authentic assessment, which is a measurement of students' learning outcome in three domains (cognitive assessment, affective assessment and skill). But in its implementation, this has also not been implemented in a manner maximum. 2) The barrier faced the principles or rules. In lesson plan, the teachers clearly described the steps of scientific approach with using variety of methods or techniques in teaching English, even though on the process of teaching and learning English in the class, the teacher rarely used this by the teacher in applying scientific approach was to facilitate the students in asking and answer questions among them, while in authentic assessment, the obstacles were limited time, limited facilities and infrastructure, difficulty in implementing certain models of authentic assessment, and students.

Keywords: Scientific Approach, Authentic Assessment, Complexity, 2013 Curriculum, ELTL

INTRODUCTION

Curriculum has an important role in the entire educational process. The curriculum refers to an educational plan that provides guidance on the type, scope and process of education. As Syaodih (2007) claims that curriculum refers to all learning, activities and experiences of students both within and outside the classroom, with school guidance.

In the development of curriculum in Indonesia, the curriculum has been experienced some changes in orientation, approach and even its philosophy as it is demanded dynamically follows the development of society, knowledge, and tend to experience changes, improvement and even renewal continuously. As of now the educational curriculum in Indonesia from the 1947 curriculum to the 2013 curriculum, it has undergone changes 9 times.

The development of the 2013 Curriculum is a further step in the development of a competency-based curriculum that was pioneered in 2004 and KTSP 2006 which includes competency attitudes, knowledge, and skills in an integrated manner. Curriculum development needs to be done as the various challenges faced, both internal and external challenges. The elements of the 2013 curriculum changed include standard of graduate competencies, standard of contents, standard of learning processes, and standard of assessment.

In addition, the 2013 curriculum mandates student-centered learning activities. It is designed with the aim of directing students to become quality human beings who are able to proactively answer the challenges of the ever changing times, then make the students as citizens who believe and fear God Almighty, noble, healthy, knowledgeable, competent, creative, independent, democratic, responsible and able to contribute to the society, nation and state.

There are two elements that experienced significant changes in the 2013 curriculum compared to the previous curriculum, namely scientific approach and authentic assessment. It emphasizes the modern pedagogic dimension in learning, which uses of scientific approach. The scientific approach in learning as intended involves observing, questioning, associating, experimenting, and networking.

Moreover, assessment standards in the previous curriculum (KTSP) were more dominant in the aspect of cognitive. Whereas, in the 2013 curriculum the scoring system uses authentic assessment, where the assessment not only focuses on knowledge (cognitive), but also attitudes and skill competencies that carried out in balanced manner.

MATERIALS

Scientific Approach

The approach is a philosophical and theoretical framework which becomes the basis for the way a person has pursued objective. Learning using a scientific approach (scientific approach) is learning that adopts scientific steps in building knowledge through scientific methods. The scientific approach includes inquiry learning that breathes constructivism. Learning objectives with a scientific approach include the development of the domains of attitudes, knowledge, and skills where the three of them have different psychological acquisition paths (processes) and elaborated for each education unit.

As Karar and Yenice (2012), a scientific approach is a learning process that is designed so that learners actively construct concepts, laws or principles through stages of observing (to identify or find problems), formulate problems, formulate hypotheses, collect data with various techniques, analyzing data, drawing conclusions, and communicating the concepts, laws or principles found.

Moreover, a scientific approach is a learning approach that provides students with broad opportunities to explore and elaborate the material being studied, while providing opportunities for students to actualize abilities through learning activities designed by teachers (Rusman, 2015).

The three competency domains have different psychological acquisition paths (processes). Attitudes are obtained through activities: accepting, executing, appreciating, experiencing, and practicing. Knowledge is gained through activities: remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile, skills are acquired through activities: observing, asking, reasoning, presenting, and creating.

Steps of a Scientific Approach

The steps of the scientific approach in the learning process include observing (questioning), asking (questioning), trying (experimenting), processing data or information followed by analyzing, reasoning (associating), and concluding, presenting data or information (communicating), and creating and forming a network (networking). According to Daryanto (2014), the steps of a scientific approach to learning are as follows:

a. Observe (observation)

The method of observing prioritizes the meaningful learning process (meaningful learning). The method of observing is very useful for the fulfillment of students' curiosity, so the learning process has a high meaningfulness. With the method of student observation found the fact that there is a relationship between the object being analyzed and the learning material used by the teacher.

b. Asking (questioning)

Effective teacher is able to inspire his/her students to improve and develop their realm of attitudes, skills and knowledge. When the teacher asks, at that time the teacher also guides or guides the students to learn well. When the teacher answers students' questions, at the same time the teacher encourages students to become good listeners and learners. In contrast to assignments that want concrete action, questions are intended to obtain verbal responses. The term "question" is not always in the question sentence, but can also be a statement, provided that both of them want a verbal response.

c. Gather information

The activity of gathering information is a follow-up to asking. This activity is carried out by exploring and gathering information from various sources through various means. Students can read various sources, pay attention to phenomena or objects more thoroughly, or even conduct experiments.

d. Associate / process information

Associating activities in learning is processing information that has been collected either limited from the results of collecting activities or experiments or the results of observing activities and information gathering activities. The processing of information collected from those that increase the breadth and depth to the processing of information that is looking for solutions from various sources that have different opinions to the contrary. This activity is carried out to find the linkage of one information with other information and conclude the pattern of the linkage of that information. The expected competence is to develop an honest, conscientious attitude, discipline, obeying the rules, hard work, the ability to apply procedures, and the ability of inductive and deductive conclusions.

e. Communicating

In communicating activities collaborative learning can be done. Collaborative learning is a personal philosophy, more than just learning techniques in school classes. Collaboration is essentially a philosophy of interaction and human lifestyle that places and interprets cooperation as a structure of interaction that is well designed and deliberate to facilitate collective efforts to achieve common goals.

Authentic Assessment

Assessment of student learning outcomes is assessment of competency achievement basic core and competencies obtained students after experiencing a process learning that includes competence attitude, knowledge, skills and learning abilities that are done in a balanced manner.

The 2013 curriculum implements authentic assessment to assess progress Learner learners which include attitudes, knowledge, and skills. Mueller (2008) states that authentic assessment is a type of assessment where the students are expected to carry out real world tasks which demonstrates practical use of critical skill and knowledge. Moreover, Corebima (2005) claims that authentic assessment involves students on useful, important, and meaningful tasks and is able to challenge students to apply new academic information or skills to real situations for clear purposes.

Authentic assessment and instruments assessment that provides an opportunity broad to students in applying knowledge, abilities and attitudes are they already have in the form of assignments like talking, listening, reading and writing in the real world, inside and outside of school like socializing, presentations, observing, surveying, projects, create multimedia, make reports, class discussion, and problem solving. As Gulikers et.al. (2004) claim that authentic evaluation allows the students using the same skills or combine knowledge, skills, and attitudes they can apply to the criteria of situations in professional life.

Five Dimensions of Authentic Assessment Framework

a. The Assessment Task

Authentic assignments are problem assignments that can confront students with activities carried out in professional practice. Authentic assignments

resemble assignments with certain criteria and respect for integrating students' knowledge, abilities, and attitudes. Something that can be accepted by students, representative, relevant, and meaningful.

Authentic tasks should display reasonable and good object dimensions. Very important things to consider in giving this authentic task are; a) students are able to connect situations in real or working conditions; and b) and transferable skill value (shareable).

b. The Physical Context

The physical context in authentic assessment must describe the path of knowledge, abilities, attitudes that will be used in professional practice. Moreover, it also considering the amount and type of resources available in carrying out the task.

Another thing that is also considered important in the physical context is the estimated time given to students in doing the assignments given to them. If the traditional test is normally done in one or two hours, but in authentic assignments more consideration should be given.

c. The Social Context

In authentic assessment, in addition to paying attention to the physical context, one must also pay attention to the social context, in the sense of the task given also to consider the social processes that exist in the context of real life. If the assessment is conducted in collaboration, social interaction, positive dependency between individuals will occur, and each individual will contribute to solving the problem. Whereas if the assessment is carried out individually the social context must provide stimulation of some competencies to the learner.

d. The Assessment Result/form

The results of the assessment can be assessed through four elements namely; 1) performance or product results that students can produce to answer problems in a real-world context; 2) the product or performance must be demonstrated with valid conclusions based on competence; 3) involve many indicators to get a good conclusion; 4) and the results can be shown or presented to others to see their authenticity.

e. The Assessment Criteria

Criteria are the results of the assessment which will be given a value by the teacher. It is important to tell students that they have guidance and meet the standards for doing authentic assignments. In addition, criteria are also a source of making decisions about student assignments (successful or unsuccessful).

Procedures in Designing Authentic Materials

Lewin & Shoemaker in Johnson (2009) describes several procedures for designing authentic assessments, as follows:

- a. Explain exactly what students must know and can do. Tell them the standards that must be met.
- b. Connecting academic lessons with real-world context in a meaningful way.
- c. Giving students assignments to show what they can do with what they know, to pay attention to their skills and depth of knowledge, by producing examples, tangible products, presentations, and collections of assignments.
- d. Decides the level of mastery that must be achieved.
- e. Displays the level of mastery in a rubric, namely in the form of assessment guidelines that are supplemented by criteria.
- f. Familiarize students with the rubric. Invite students to continuously do self-assessments as they assess their own work.
- g. involve a group of people other than the teacher to respond to this assessment.

RESEARCH METHODS

This study used qualitative design. Qualitative analysis includes the use and collection of various analytical materials studied (Denzin and Lincoln, 2005). The type of this study was descriptive method. Descriptive method is a method used in search of status facts a group of humans, an object, a condition, a system of thought or current events with the right interpretation. In this this study, researcher described the implementation of the scientific approach and authentic assessment in teaching English. This study involved four junior school English teachers in Makassar as informants.

As it is one of the necessary parts in conducting study, for gathering the data, interviews and data documentation were applied as instruments in this study. The collected data was analyzed using qualitative descriptive methods, where it consist of four steps; data collection, data reduction, data presentation and drawing conclusions or verifications (Miles and Huberman in Fitriani, 2017), and explained completely in accordance with the results.

FINDINGS

Implementation of Scientific Approach in Teaching English

In teaching English curriculum 2013 teachers not always use the fifth steps in scientific approach. From four English teachers, only 1 used it all steps of scientific approach, i.e. observing, for example students observe class and the objects in it, questioning for example students ask function of each object which is they find in class, associating (reasoning) for example students mention objects which should be in class but not in class they are experimenting for example students express objects inside class in sentence form and networking (forming networks) for example students present the results of discussions with his friend at front of the class about functions each of the objects that are on in class.

The rest of teachers only uses three steps of scientific approach, i.e. observing, reasoning (associating), try (experimenting) or forming networking (networking).

Implementation of Authentic Assessment in Teaching English

Authentic assessment is a form of assessment that asks students showing performance as done in the real world in a meaningful way which is the application of knowledge and skills possessed. Principle the basis of authentic assessment is that students must be able to demonstrate or do what they learn. Currently, teachers should already understand the concept of assessment authentic and has applied it in school.

The study results obtained through interviews, document analysis, and observations, showing that teachers have carried out authentic assessments in learning. However, the application has not been fully carried out properly. False one factor that causes this is that there are still one teacher who was still lacks in understanding the concepts of authentic assessments are shown through interviews.

Based on the results of the interview, there is the teacher studied stated that he did not understand the concept of authentic assessment well.

Moreover, because teachers do not understand the concept of authentic assessment, there is the teacher states that he has carried out an authentic assessment but feels that its application has not been maximized because there are obstacles encountered. There are also teachers who say that they only carry out certain competencies. This is reinforced through syllabus analysis and teacher lesson plans.

At the same competence but different teachers, assessments are carried out where students are asked to read quickly then ask participants students to answer the description questions given and infer ideas the main of the writing. This shows students create answers and not just choosing answers.

The Barriers Faced by Teachers in Implementing Scientific Approach

One English teacher got into trouble to make all students active and confident to answer question raised by teacher. Scientific approach that is used in the process English learning making students inactive become less developed or make them miss with active students. In addition, most of the teachers getting into trouble motivate students to ask questions or in facilitating students in good questioning stage to his friend or to the teacher.

The Barriers Faced by Teachers in Implementing Authentic assessment in English Learning

Time limitations are an obstacle often experienced by teacher. Authentic assessment which asks students to demonstrate the application of mastery their knowledge indeed requires quite a long time. Moreover when the acquisition of knowledge must be done individually, for instance, speaking.

Through interviews, the teacher experienced constraints of limited facilities and infrastructure. The teacher feels difficulty in assessing due listening skills inadequate facilities and infrastructure. Observations made to shows schools that have complete equipment such as LCDs, speakers, and computers in each class. As a result, sometimes the teacher later make the assessment a homework and only explain the material in class.

CONCLUSION

The 2013 curriculum emphasizes active student learning with a scientific approach and authentic assessment, where the scientific approach is a learning process that is designed so that students are active in learning through stages: observing, asking, collecting data, associating and communicating / network. While authentic assessment is the result of student learning that includes competencies in attitudes, knowledge and skills that are carried out in a balanced manner so that it can be used to determine the relative position of each student against established standards. Based on the analysis above, the application of scientific approaches and authentic assessments in learning has not been fully run perfectly. In the process of applying them, the teacher was experienced obstacles, starting from time constraints, teacher and student readiness, administration and assessment process.

REFERENCES

- Corebima, A.D. 2005. *Authentic Assessment*.
<http://sman1talun.sch.id/userfiles/slide%20-%20Authentic%20asesmen.pp>
- Daryanto. 2014. *Pendekatan Pembelajaran Sainifik Kurikulum 2013*. Yogyakarta: Penerbit Gava Media.
- Denzin, N. K., and Lincoln, Y.S. 2005. *The Discipline and Practice of Qualitative Research*. The Sage handbook of Qualitative Research. Thousan Oak: SAGE Publications.
- Fitriani. 2017. *Implementing Authentic Assessment of Curriculum 2013: Teachers' Problems and Solutions*. Getsempena English Education Journal (GEEJ), Vo. 2 No. 4.
- Gulikers, J.T.M., Bastiens, T.J., & Kirschner, P.A. 2004 A Five Dimnesional Framework of Authentic Assessment.Etr. Vol. 52. No. 3
- Johnson, E.B. 2009. *Contextual Teaching and Learning*. Bandung: MLC.
- Karar, E. E. dan Yenice, N. 2012. *The investigation of scientific process skill level of elementary education 8th grade students in view of demographic features*. Procedia Social and Behavioral Sciences.
- Mueller, J. 2008. *Authentic assessment toolbox*. Retrieved on 18 October 2014 from <http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>. University of Wisconsin.
- Nurman, M. 2018. *Implementasi Authentic Assessment Dalam Pembelajaran Bahasa Arab Pada Madrasah Aliyah Swasta Di Kecamatan Selong Kabupaten Lombok Timur*. El-Tsaqafah Vol. 16 No. 2
- Rusman. 2015. *Pemebelajaran Tematik Terpadu*. Jakarta: Raja Grafindo Persada.

Syaodih, N. 2007. *Curriculum Development Theory and Practice* [Pengembangan kurikulum teori dan praktik]. New York: Rosdakarya.

How to Cite (APA style):

Mannong, Andi Bulkis Maghfirah. (2020, May). *The Implemetation 2013 Curriculum in ELTLL: Scientific Approach And Authentic Assessment* . *Exposure: Jurnal Pendidikan Bahasa Inggris*, 9 (1), 132-142. Retrieved from <https://journal.unismuh.ac.id/index.php/exposure/article/view/3542>